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ABSTRACT

This action research project sought to incorporate character development education into a kindergarten classroom, with a focus on respect, responsibility, and cooperation. A behavior checklist was used by the teacher and parents to demonstrate the need for character education and to document improvement. Anecdotal records were also kept throughout the project. Project interventions included the teacher behaving as role model through creation of a democratic classroom with class meetings; incorporation of character education into the curriculum; use of cooperative learning activities and multiple intelligences; and involvement of parents in the process of learning and transfer of the desired life skills. Post-intervention data indicated improvement in character development among some of the children; however, more time with the interventions was recommended to achieve more desired results. (Eight appendices include a checklist of students' character traits, activity sheets, and survey materials. Contains 34 references.) (EV)

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A CARING AND SHARING ENVIRONMENT HELPS TEACH VALUES IN KINDERGARTEN STUDENTS

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An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & SkyLight Professional Development
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ABSTRACT

This report describes a program that allowed children to experience the life skills of respect, responsibility and cooperation. The targeted population consisted of a kindergarten class located in a middle class, northwest suburban community. A teacher survey was given to the other kindergarten teachers to show the need to integrate character development with the curriculum. A behavior checklist was used by the teacher and parents to show need and document improvement. Anecdotal records were kept throughout the project.

Analysis of probable causes indicated no one was teaching values and schools were focusing on academics. There was also a lack of modeling by school, parents and teachers, and children were not a part of the decision making process.

Solutions used included the teacher as a role model who created a democratic classroom with class meetings, taught character development through the curriculum, and observed transfer of character development into life skills.

Post-intervention indicated that there was improvement of character development with some of the children in the targeted kindergarten class. However, more time with the interventions is needed to see more desired results.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students in the targeted kindergarten class exhibit negative character traits which include a lack of respect, responsibility and concern for others. Evidence for the existence of such a problem includes student behavior checklists, teacher anecdotal records, and teacher and student surveys.

Immediate Problem Context

The site used in the following research is a kindergarten through second grade building. This building is part of a small elementary school district. The targeted classroom is a half-day kindergarten. The same teacher teaches both the morning and afternoon sessions, each lasting 2 hours and 35 minutes. Other classrooms include first, second, and multi-age. First grade teachers will loop which means the students stay with the same teacher for two years. Looping has been done at this site but in August, 2000 all teachers in first and second who do not have multi-age will loop. The multi-age will also keep their first grade age children for two years. Their school day begins at 8:25 and ends at 2:25. The following information is taken from the 1998 School Report Card.

This district serves 1,716 students, 349 of which are housed in the school. The students in this district are predominately white. Table 1 shows the racial background and total enrollment

of this school.

Table 1

Racial/Ethnic Background and Total Enrollment

	White	Black	Hispanic	Asian	Native American	Total Enrollment
School	78 .8%	2.0%	8.6%	10 .6%	0.0%	349
District	84.3%	1.6%	5.7%	8.2%	0.2%	1716

The school's enrollment of low-income and limited English proficiency students is slightly higher than the district's percentages. Table 2 indicates these percentages.

Table 2

Low-Income and Limited English Proficient

	Low-Income	Limited English Proficient
School	6.6%	10.9%
District	5.5%	5.9%

This district has a high attendance rate, with little student mobility. The school also has a high attendance rate, however the student mobility rate is slightly higher than the district. The district and school have no chronic truants. Table 3 reflects these percentages.

Table 3

Attendance, Mobility and Chronic Truancy

	Attendance	Student Mobility	Chronic Truancy
School	95.3%	10.6%	0.0%
District	96.0%	6.2%	0.0%

There are 15 single teacher classrooms in the school: 1 early childhood, 3 kindergarten, 4 first grade, 3 second grade, and 4 first and second grade multi-age rooms. All specialist and resource teachers have their own rooms. Classrooms are heterogeneously grouped. Most of the first

grade loop to second with their teacher and classmates. All multi-age students stay with their teacher for two years. The classrooms have one teacher with the exception of early childhood, which also has one speech pathologist and a full time teacher aide. Rooms with inclusion that include children with Down Syndrome, Mildly Mentally Impaired, and Cerebral Palsy have a full time teacher aide.

The kindergarten students follow a different schedule for special classes than the first and second grade students. Kindergarten students receive 25 minutes of gym per week. Music and art are taught by the classroom teacher. First and second grade students receive 90 minutes of gym, 40 minutes of art, and 50 minutes of music per week. All students receive 40 minutes of library instruction per week. Students with special needs are served by full-time teachers specializing in Title 1, Learning Disabled/Behavior Disordered resource services, speech and language, and ESL (English as a Second Language).

The kindergarten curriculum includes language arts, math, science, and social studies. The language arts contains beginning skills of reading and writing, listening, and speaking. It includes the Hartcourt Brace as a supplementary program to the teacher created thematically integrated program in place such as animals using a whole language approach. The math curriculum is based on the University of Chicago School Mathematics Project. The science curriculum for kindergarten is based on nature related themes: insects, trees, seasonal studies of temperate deciduous forest, the four animal groups, polar regions and the five senses. The social studies curriculum introduces famous people through the holidays and includes a comparison of two different cultures. It also includes an awareness of the democratic process, conflict resolution, and character development. Art and music are integrated into all of the curriculum.

Community involvement plays a role in the working of the school. Parents and senior citizens volunteer regularly and work with students. Each school in the district has a School

Improvement Committee made up of parents, teachers and administrators which works to improve the quality of the schools. Community members also serve on the district technology committee. In order to ensure that all programs continue to provide an optimum level of service, the administrative board is moving to enlist the support of community members through referendums and improving community involvement in the schools.

The Surrounding Community

The school is part of a small Midwest suburban school district, 20 miles outside of a major metropolitan center. The district serves four local communities, which are comprised of light industry, single-family homes, town homes and apartments. The population of the surrounding community is 15,239. Median rental for an apartment is $531 month. Housing cost ranges from $40,000 for the least expensive condominiums to $450,000 for the higher priced single-family homes. Various racial and ethnic backgrounds make up this community of professionals and blue-collar workers. Average per household income for the surrounding communities is $43,101 as of the 1990 census. The district is made up of one middle school, one K-5 building, one K-2 building and one 3-5 building. The teaching staff employed by this district consists of 87.3% female, and 12.7% male teachers, all which are white ethnic background. The average teaching experience in the district is 12.9 years. There is evidence of teachers' commitment to advance themselves educationally, as shown in Table 4. Approximately half of the teachers have a MA or beyond.

Table 4

Teacher/Administrator Characteristics

Average	Teaching Experience	Teachers with BA	Teachers with MA and above
District	12.9 years	50.6%	49.4%

The administrative staff is made up of eight individuals: a superintendent, an assistant superintendent, a business administrator, four principals, and one assistant principal. There are seven elected board members who serve for four years. The average administrators' salary is $85, 896, the teachers' average salary is $44,348.

The administrative staff has some responsibility for deciding the curriculum, and character education or " Moral life...should be frankly embraced as the main goal of education (Noddings, 1995, p. 368). The belief that the the curriculum should be centered around character education has caused many schools to question its placement within the curriculum.

National Context of the Problem

The problem of character development has caused concern in education. Students are having problems clarifying values. There is a moral awareness crisis (Cali, 1997). In 1997, President Clinton endorsed "character education". From the President of the United States to the presidents of local school boards, there has been a call for schools to teach character education. In Chicago, 160 of the city schools already have some form of character education (Chicago Tribune, 2/8/97).

The need to include character education becomes apparent when there are incidents like the shootings at Columbine High School in Littleton, CO. Jack Martin (1999), a retired educator who spent 33 years in the suburbs as a teacher, principal and district administer visited the Denver suburb. He describes it as a place where homeowners do not know who lives next door, and they eat, sleep, mow the lawn, coach little league and come and go as their job dictates. There was no sense of community. This is the environment that Littleton and suburban Chicago children grow up in. Parents can't understand how "having everything" isn't enough. The children had a caring principal but it looked like peer relations influenced their behavior and there was an immunity to adults. "Had their "community" become a bedroom and a garage and their

persona so obscure that even in a trench coat they were invisible?" (Martin, 1999 p. 4.). Parents need to be available to set limits and model what is right and wrong. "But the problem is not a lack of discipline. It's a lack of connection with adults," says Weiss, (as cited in Baldauf, 1999, p. 2).

On the Fourth of July weekend 1999, when the nations celebrated the rights of citizens, there was a rampage of shootings against Asians, Jews, and Blacks (Daily Herald 5/11/99). Some people can't accept differences. The White Supremacy believe if one is not white and Christian, they are different and can't be trusted. Tolerance and trust must be taught by someone. "When our children do not recognize each others contributions, a sense of appreciation and acceptance never gets the opportunity to develop," said Walton, a Lomabard educator for 20 years and a trainer of student teachers at National Louis University. She also said, "We don't appreciate one another, we don't know one another, so something must be wrong with others" (Kaplan, 1999, p. 7). Teachers and parents must not assume that children have a natural acceptance of people's differences.

Major goals of parents seems to be giving children the best toys, agreeing to outrageous fads, and being in the best schools. Dr. Laura Schlessinger, (1999) a marriage, family and child counselor is concerned that being, attractive, smart, and successful seem to also be more important to parents than children's character. "Raising children moral molecule by moral molecule is very time-consuming, hard work. It requires consistent teaching and discipline, as well as demonstrating goodness by our own actions and interaction" (Schlessinger, 1999, p. 5).

Everyone agrees that children should be taught the difference between right and wrong. "We stress the duty of the older generation to indoctrinate the young with what they are convinced are the essential moral realities and ethical truths the young will need to live well...It is essential for the school continually to engage the child in reflection and moral principle" (Lockwood, 1993,

p. 74). It is vital that teachers begin to include character education in their everyday teaching.

How to teach character education with the purpose of developing children into caring members of a community is the national concern. The question that educators are dealing with now is "Which values and /or whose should we teach?" (Kohn, 1997, p.43). The theory of character development has not been developed and terms are not carefully defined (Ryan, 1991). A clear definition is needed. Lickona (1992) has described good character as having an understanding of core ethical values, caring about them, and acting upon them. These values include respect, responsibility, trustworthiness, fairness, diligence, self-control, caring, and courage. Our vision of character education must be focused. This is where research plays such an important role in discovering what works and why it works.

The issue of negative character traits has been documented through the literature to exist at a national level. The existence of this problem has also been documented at this site.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The lack of character development in the kindergarten grade was documented through a teacher survey of kindergarten children observed in the fall. One kindergarten class was selected to be evaluated with a student behavior checklist used by the teacher and the parents.

Teacher Survey

There are two kindergarten teachers at this site and both completed the survey. They agreed that there is a need for character development and that it needs to be modeled continuously. They agreed they did not want to add on more to the curriculum but to integrate it. Through the survey they both agreed that children do not know how to resolve conflicts through peaceful discussion. They agreed that children have trouble raising their hand before talking. One teacher disagreed and the other somewhat disagreed that children consider feelings before acting. They both somewhat disagreed to the statement that children tell the truth despite consequences. They both somewhat disagreed that children clean after themselves without being reminded or that children complete tasks independently. This survey did provide evidence that character development must be a part of the classroom everyday. The student behavior checklist further documents that this problem exists.

Student Behavior Checklist at School

The designated kindergarten class was evaluated twice a week in September for two weeks to document a lack of character development. During the week of September 8-16, the children were evaluated 3 times a week. During the second week, September 16-22, they were evaluated twice. (Out of 18 children, 17 children were given parent permission to participate in this study). There were fourteen negative traits evaluated and they were grouped into four negative traits. The traits were not responsible, not respectful, no self control, and not cooperative. Not all the children exhibited 1 or more of the negative traits. During the two week period there were at least 50% of the children that exhibited at least one or more negative behavior traits. The results are in Table 5. More than half the children need help with self control. The table also shows that a need exists to improve in all the traits. The parents received the same checklist to do at home with their child which is included in Appendix A.

Table 5.

Student's Character Traits Evaluated by the Teacher in September

Not Responsible	Not Respectful	No Self-Control	Not Cooperative
21%	15%	54%	10%

Parent Checklist of "Good Character" at Home

The same checklist was given to parents to check for negative behavior 1-2 days during a week in September. Of the 18 students, 16 were involved in this process. The results of the first checklist are in Table 6. It shows the number of children exhibiting the negative traits at home. A 100% of the children exhibited a lack of self control shown in this table. Children are showing that negative behavior traits exists at home. Not caring for their belongings or being responsible for classroom routines were negative traits exhibited by many of the children which

shows a need to work on responsibility.

Table 6.

Student's Character Traits as Evaluated by Parents in September.

Not Responsible	Not Respectful	No Self Control	Not Cooperative
6/16=37.5%	7/16=43.7%	16/16=100%	4/16= 25%

The parent and the teacher checklist on the children showed a definite need to work on self control both at home and at school. Both checklists showed a need to work together on helping children with modeling respect and responsibility. Parents are not taking the responsibility for teaching values and the schools think they are not supposed to teach values or they will be criticized for teaching values. Does the understanding of values come naturally or does it need to be taught?

Probable Causes

In order to comprehend the probable causes for the lack of character development observed in kindergarten age children, it is important to understand why there has been a decline in character development. According to the teacher survey at this site, good character must be modeled by adults and peers. There are more single family homes and there has been a decline in moral and spiritual commitment by many Americans today. Honesty, kindness, cooperation, friendship, perseverance, positive attitude, problem solving, responsibility and respect for yourself and others are values that need to be understood and practiced every day.

No One Responsible for Teaching Values to Children

No one wants to take responsibility for teaching values. The media doesn't want to take responsibility for presenting distorted values. "Even in the light of television, movies, or the Internet with their desensitizing and harmful messages, Americans lulled themselves into thinking that our children would find their moral and ethical compasses and acquire values fundamental to

our society with little work on the part of adults" (Schaeffer, 1998, p.1). Parents are avoiding talking about moral issues with their children possibly because parents are not sure how to handle questions children are raising (Schaeffer, 1998). Schools are picking up the cues of the importance of character education but are unsure of the value issues. The school used in this research does not have a formal curriculum. The individual teachers address it when it is needed and whenever they can in their limited time. Teachers do not take time to listen to what children have to say and respond to their ideas and questions thoughtfully (Zachlod, 1996). All adults in charge of children should be concerned with developing good character traits like respect, responsibility, and kindness and suppressing traits like intolerance, selfishness and cruelty. Without anyone taking responsibility for teaching values to children, children may continue to exhibit negative character traits. Also contributing to the problem is the schools and parents focus on academics.

Schools Feel Obligated to Focus on Academics

Schools want good test scores. Parents want their children to receive good grades, get accepted into the best schools, and become successful. Teachers feel they must follow the curriculum first and character second. "We as a nation worried about "academic success" or "intelligences" as though they could be isolated from the moral and ethical frameworks which could give them meaning. We gave our children no foundation for applying intellectual knowledge" (Schaeffer, 1998, p. 1). Goleman (1996) says that IQ contributes only 20% to the factors that determine success in life. That means 80% is left to everything else which he believes are the skills that make up emotional intelligences and there has been a dramatic drop in "emotional competence". "Emotional intelligence is being able to manage distressing moods well and control impulses. It's remaining hopeful when you have setbacks. It's empathy and it's social skills" (Goleman as cited by O'Neil, 1996, p. 7). The focus on academics contributes to

students not displaying positive character traits. A lack of modeling also is a contributing cause.

A Lack of Modeling or Knowing What and How To Do it

Children who are unkind may not be aware of their effects on others (Kohn, 1996). "They may have learned to rely on power rather than reason, to exhibit aggression rather than compassion because this is what they have seen adults do" (Kohn, 1996, p. 9). According to Goleman (1996), childhood has changed. He also believes parents are working much harder and even longer hours than in the past. They have less time to spend with their children then they had with their parents. Interaction between children and adults is not taking place because children and parents both are glued to the TV and computer. There is no time for parents to model good values at home. "As a society we have not bothered to make sure every child is taught the essentials of handling anger or resolving conflicts positively, nor have we bothered to teach empathy, impulse control, or any of the other fundamentals of emotional competence" (Goleman as cited by O'Neil, 1996, p. 10). Children have also not been a part of the process of figuring out how to control their own anger, resolving their conflicts, controlling their own impulses, or managing their moods, thereby contributing to the problem. Allowing children to make choices about their learning creates a democratic environment.

Children Not a Part of the Decision Making Process

Traditional teaching focuses on what the teacher does. The focus is not on what the learners will do (Gagnon & Collay, 1998). When the classroom is not run according to the needs of the students, there is self destructive behavior (Schneider, 1996). " To focus on discipline is to ignore the real problem. We will never be able to get students or (anyone able) to be in good order if day after day, we try to focus them to do what they do not find satisfying" (Glasser as cited in Kohn, p. 10). A big problem is seen more often in the upper grades where "the management systems built on trust and support that the primary grades are starting to introduce

into their classes are replaced with compliance and obedience systems in the later grades" (Freiberg,1996, p. 18). Frieberg (1996) says children should not be tourists but citizens in the classroom. Children being part of the decision-making process may be one of the solutions. If they are not a part of the decision making process, their learning is not intrinsic.

No one is taking responsibility for teaching values says the teachers and parents. The school and the parents focus on academics is causing not enough time to be given to character development. The teachers at the site feel that children are not made aware of good character traits and many teachers and parents don't know how to model it. The data collected at this site showed both parents and teachers need to take the time to teach respect and responsibility. Children will not learn how to do this by themselves. Teaching children how to get along in this world peacefully can be done if not ignored and a part of every day. Solutions are presented in Chapter 3.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

The educational structure needs some changing according to Kohn (1997). Grading workbooks and tests for recall, dispensing information, entertaining passive students, competition, and rewarding and punishing is not the environment that children so desperately need. Parents, teachers, and schools must act as the care giver, model, and the ethical mentor in order to develop better character in children according to Lickona (1991). A caring classroom community is needed with respect for differences. A cooperative learning environment should be democratic with children problem solving. Character development needs to be taught with the curriculum. Reflection and transfer time are necessary to completing the process of developing good character.

Teachers Acting as Mentors with Parents, School, and Community

The schools that are involved with character education feel that school personnel modeling good character is the most powerful way of developing good character. According to Lickona (1991), if teachers set good examples by treating children with love and respect, they will learn how to treat people. Teachers should make it clear to the children that mistakes are a part of the learning process. The children will learn that allowing oneself to learn through many trials and errors will also help you become more of a risk taker. The teachers at this site always call attention to their mistakes and show the children how one learns from them. Being aware of

children's feelings is one way to show you care. Teachers should also allow for children to be accepted at their developmental level and look for improvement from there. The teacher's job according to Goleman (1995) is to help children develop a good self concept, teach social skills so children can work cooperatively and problem solve, and model empathy by having children experience compassion, caring, and understanding among classmates. The children need to see respect, responsibility and kindness throughout the school environment. When children observe teachers helping teachers with working as a team to teach, or staff helping other children, they would be more aware how good it feels to help someone else. Children need to see that "Responsibility means carrying out any job or duty in the family, at school, in the work place to the best of our ability" (Lickona,1991, p. 44). Having children hear an adult say "pardon me" instead of "what" is teaching common courtesy. Teacher's need to model kind words and kind actions. The school office, playground, cafeteria, gym, bus etc, all have adults that influence the character of the children. Watching and responding to children who use good manners and follow the rules of the school should be part of their day as role models too. If a child interrupts, uses a loud voice, hits someone, or even runs in the hall, all adults in the school need to follow through with appropriate consequences.

New parents and educators need to take a more active role too. Schlesinger (1999) feels that parents need to pay more attention to what children watch, listen to, and read. Parents are allowing children to turn on the tv when they wake up in the morning, when they come home from school, when they are eating dinner, and for a few hours before bedtime. Lickona (1991) feels parents need to set a good example. TV does not need to be part of a daily routine. Movies can be monitored too. Parents can be involved with their learning by setting up a homework area and homework time. Face to face communication is needed for moral learning to take place says Lickona (1991). Immoral or unethical practices should not be ignored.

Parents need to find out how character development is brought into the classroom and how one can work on it at home. They need to take advantage of recommended books on the topic like Thomas Lickona's books on Raising Good Children and Teaching Your Children Values by Richard and Linda Eyre. One of the latest books recommended by Tom Lickona is by Michelle Borba, Parents Do Make a Difference: How to Raise Kids with Solid Character, Strong Minds, and Caring Hearts. According to Lickona (1998), effective parenting involves mutual respect, teaching by example, promoting moral thinking through constant questioning, and giving children real responsibilities that contribute to the family like helping with a sibling or caring for a pet. Also in Lickona's research (1998), parents who emphasized being responsible rather than focusing only on keeping their child happy, had children that had less anxiety and depression and did better in school.

Parents and teachers want children to be constructive learners, to work collaboratively, make decisions, and reflect and yet time isn't taken as a staff to reflect on moral matters. Staff development and time to observe other teachers will give teachers more ideas on integrating character education for the children (Burke, 1997). The sharing process among teachers at the site is the best way to find out what is working for them on developing good character.

Children, parents, teachers, schools, and the community all working together will help our children become caring, honest, respectful and responsible adults. The community needs to think of a bigger picture of what they want for the children. The focus should not be just mastery of important concepts but also working together cooperatively and the children's intrinsic interest. Teachers can present this need at a School Improvement Committee meeting. Some people working in the community can be invited into the school to share how moral and ethical values are important in their jobs. The classroom should be a place where children can learn how to work together peacefully.

A Caring Classroom Community

A classroom community is like a family. "Character Education Partnership schools across the country believe that creating a caring community is crucial to children's learning and citizenship. A growing body of research suggest they are right" (Lewis, Schaps, & Watson, 1996, p. 16-17). It is a place where ideas are accepted whether individuals agree or not. Teachers need to model kind words and kind actions. Every child needs to feel safe and at ease in the classroom by feeling free to say what is on his or her mind and to make mistakes. Caring teachers ask students what they think and really care about what is said according to Kohn, (1996). He also feels that by meeting children's needs, teachers will get children to care about each other (Kohn, 1996). Allowing a child to express to the class or to the teacher why he may be having a bad day may help with the solution to the problem. Asking a child if a partner is needed to help with the problem is also a way of letting the student know that solving a problem may need peer assistance. Teachers need to get students to problem solve and feel a sense of community (Kohn, 1997). Letting children decide how they want their classroom to be, or making decisions on problems in class meetings helps children realize their opinion matters. Jack Martin a past writer for the Herald (1999) felt that walking through Littleton revealed little sense of community.

"A curriculum that holds little intrinsic interest for children forces teachers to use motivators, consequences, and competition to keep children on task thereby undermining community and demonstrating that some children are more valued than others" (Lewis, Schaps & Watson 1995, as cited by Kohn, p. 20). Allowing children to learn from each other in teams or partners allows for a sharing process. Learning content and social skills are taking place at the same time in a cooperative learning environment.

A Cooperative Learning Environment

Cooperative learning which focuses on social skills needs to be in this caring classroom. In a cooperative classroom children learn from each other. Social skills include listening, communicating, and encouragement from peers. Within cooperative groups, children follow as well as lead, treat everyone equally, and put competition aside. Cooperative learning allows for basic interactions, communication skills, team building skills, and problem solving skills (Burke, 1992). It allows for children sharing responsibility, relying on each other, sharing roles, and the teaching of social skills through interaction. Children using the traits of fairness, respect, helpfulness, and personal responsibility should be a part of all classroom interaction and work. In cooperative grouping there is encouragement and respect for each other. A small group of four or five will work on a project together. Bellanca and Fogarty (1991) give advise on how to get started. The group takes responsibility for completing the task. Roles are sometimes given like leader, supply helper, noise controller and coach in charge of encouraging. The members share responsibility rather than only being responsible for themselves. The primary emphasis is on group interaction and teaching social skills rather than the final product. The social skills may be to listen to all ideas, no interruptions, know your job, talk in quiet voices, take turns, and use encouraging words. These skills need to be modeled so the children understand what is expected. Cooperative learning also shares the talents that children bring to their group and peer learning and teaching will be part of the process. Johnson's Five Elements of Cooperative Groups (as cited by Bellanca & Fogarty, 1991, p. 244) are "Face to Face Interaction, Individual Accountability, Cooperative Social Skills, Positive Interdependence and Group Processing."

In kindergarten working as partners takes place more than working in groups. It is called the Think-Pair-Share way. According to Ellis and Whalen, (1990), Think means to think about the question. Pair means to discuss your ideas with a partner. Share means to share your ideas with

the whole class. Children feel better about taking risks when there is more than one. It allows for children to develop and practice caring. Allowing children to make decisions as well as the teacher will help to create a caring community in the classroom as well as at home.

Decision Making and Democratic Classroom

The teacher's job in creating a democratic environment is to encourage the children to take active roles in the classroom. The children must participate in the development of the class rules. They decide what rules are needed to allow learning to take place and to be fair. Children are able to make these rules intrinsic when they have created them. They become the decision making community on what are the best values to hold their class together. They should have class meetings to discuss concerns and they should work together with the teacher to develop solutions says Lickona (1991). He also believes having the children in a circle helps to maintain eye contact (Lickona,1991). Class meetings allow for children to make decisions about how the class operates and they help solve problems by encouraging each other and use logical consequences instead of punishment. The children should decide in their class meeting what happens to those who break the rules (Lickona, 1991). If it is a fair consequence the children will abide by them. The children will tell the teacher they have a problem they can't solve and then it is presented to the whole class. Some teachers have it written in a class agenda that a meeting is needed by the child having the problem. Other teachers at this site like to have them every day. The meetings can also take place whenever they are needed by the children or by the teacher. A meeting may be called when methods used have not worked and new ideas are needed to solve the problem. A meeting can also be called just to present good news, for a compliment time, or just to reflect on the day. Children feel respected when they know their opinion matters. According to Battistich, Schaps, Solomon, & Watson (1990), the class with class meetings will have the warmth and support of the teacher, will promote active student

involvement with activities that will emphasize respect and concern and activities that will help them learn about each other. Teachers help them think about common values rather than some that are imposed upon them by people in power. Children develop their own reasons for positive actions rather than needing rewards and punishments for misbehavior. The students work together to find a reason for the problem and decide on possible solutions together. Making decisions through shared involvement with class meetings, using encouragement and solving conflicts using respectful dialogue will teach children responsibility and respect. Evans reported that there was "a dramatic decrease in suspensions and incidents of misbehavior after implementing classroom meetings" (1996, p. 85). Class meetings could be taught through the curriculum.

Teaching Character Development Through Curriculum

Character Development can be taught through curriculum or as a separate area. One view is presented by Zaclod (1996), a first grade teacher who feels that curriculum should be student-generated. Students share information and become self-learners. The children are not forced into learning "my agenda in my classroom" (Zachlod, 1996, p.53). This is called constructivist learning where children are a part of the decision making process. They are also learning fairness, responsibility, and self-discipline. Allowing the children to be collaborators in their learning will teach these life skills in a natural way. When children play a part in the decision making, their interest helps them to be more focused and then they don't have time to misbehave. The understanding that children take charge of their own learning is hard to understand by many teachers and parents and can backfire. At this site many parents had a hard time understanding how the curriculum was to be covered if the children are making the decisions on what to learn. When children can use what they have learned from the curriculum, they are more motivated and care about learning (Lewis et al., 1996). Having children make choices

within the curriculum is what happens at this site. If it isn't possible for children to create their own curriculum, there still should be some choices about questions to be answered or researched within the topic. At this site in the unit on forest animals, the children can pick what animal they want to research and present the information to the class. Even starting the unit with a KWL, which means to find out what the children know, want to know and what they have learned from the unit, is allowing children to be a part of the process (Kohn, 1993). Usually a chart is made with the know and want to know. Later what they have learned is added. The know is important because teachers want them to find new information. The want to know becomes intrinsic because it comes from them. The learned part requires reflection.

At the designated site multiple intelligences are also used to teach curriculum. The teacher tries to incorporate as many intelligences as possible when teaching since children learn in many ways. The children became more aware of the different ways learning can happen. A chart by T. Armstrong (1994) is presented to the children so they also can decide what intelligences were used today. The teacher uses the words Logic Smart, Body Smart, Music Smart, People Smart, Self Smart, Nature Smart, Picture Smart, and Word Smart. The children will learn how to evaluate themselves to see which ones they used with the class and on their own. Gardner believes that we all have a blend of the eight intelligences; those that we are weak in can grow (Chapman, 1993).

The CDP, Child Development Project believes that a classroom rich in literature is another way of bringing in character development exploring respect, courage, fairness, and responsibility. It develops the children's understanding of values and how these values are used in daily life (Solomon et al., 1997). Children relate to being a friend, respectful, telling the truth , being fair if they hear a story about it and even act it out.

Oh Bother Someone Won't Share by Betty Birney is an example of a story about sharing

and being fair. An example of Respect is in All the Colors of the Earth by Sheila Hamanaka . Courage is in The Magic Bicycle by Berlie Doherty, Honesty is represented in the book Honesty by Jane Moncure. The attributes needed for good character and book selections are put together in a list and available for parents and teachers at libraries. The lists also are arranged by grade level. Teachers need to get away from the commercial textbooks and standardized tests which give isolated skills and bits and pieces of information (Lewis, Schaps, & Watson, 1996). They believe everyone needs practice in certain skills like clear communication, thoughtful reading, and self-critical reflection (Lewis, Schaps, & Watson, 1996).

The Character First Program (1997) presented by the Character Training Institute in Oklahoma City, uses animals, historical character figures, activities, games, and music to teach values like attentiveness, obedience, truthfulness, gratefulness, generosity, orderliness, forgiveness, sincerity, and virtue. Attentiveness is described in the manual for the deer as needed as a matter of life and death. The cougars, coyotes and wolves prey on them. The manual presents games to teach attentiveness like the tray memory game where you add or remove something from a tray of objects and they ask what is missing or added. There are crafts used to help remind the children what the trait means. This program was the easiest to weave into the curriculum at this site since animals are a major part of the kindergarten program. It also used a whole language approach.

Creatures of Character presented at Jonathan Valley Elementary in Wayneswille, NC is based on children learning with association to animals characteristics in nature such as the beaver representing responsibility, the eagle representing justice, or the lion, representing courage. Cali, (1997) believes the children are making the connections with understanding the animal trait first and then with the real world.

The CEP, the Character Education Partnership is an organization committed to help

implement character education throughout the learning process. Lickona, (1995) has developed Eleven Principles of Effective Character Education with Scraps and Lewis which serves a guide for schools to plan a character education effort. According to Principle 6, "Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed" (Lickona et al. 1995, p. 2). They also believe that academic learning and character education should not be separate but joined together as a supportive relationship. Lickona (2000), as Director of Center for the 4th and 5th R's believes that character building takes place in all phases of school, including the informal as well as the formal curriculum. They not only create opportunities for teaching character, but also take advantage of using teachable moral moments that arise without planning. For example, a discussion of differences and feelings took place in the designated class immediately when a boy with a bun on his head was being made fun of on the bus. It was discussed how it was a part of the boy's culture. The little boy explained how he would be wearing a turban when he was bigger and the children wanted to know more. Several books on acceptance of differences were read. Most research is saying we all search for ways to satisfy our needs for love, belonging, caring, sharing, and cooperation. If a child feels no sense of being involved in caring and concern, that child will pay little attention to academic subjects. This child will always be searching for acceptance and friendship.

The Giraffe Program written by Medlock and Graham includes stories about individuals who have "stuck their necks out for the common good" (Ryan, 1997, p.22). The children also look for their own heroes in the news, in books, movies, or plays, or their own school. This will take lots of time to find heroes and longer to get a response from them. The last part of this program is the children must become the story by doing a self service project. This project could be done at the school or community level and would show the transfer of what they learned about character development. Can what the children learned through through these existing programs or

combinations of them help them to be more caring adults? In order to see results in improvement in character development, there must be transfer.

Transfer, The Final Link to Successful Character Development

Children using the traits of fairness, respect, helpfulness, and personal responsibility should be a part of all classroom interaction and work. Bellanca and Fogarty (1991) also believe the teacher's role is to teach children how to learn, to allow for active learning and higher level thinking, and to plan for transfer of learning. Transfer is shown by teachers who use the children to create a classroom that supports and respects each other. The teachers are using cooperative learning to give the children practice in learning to work together. The classroom will have a problem solving approach to discipline. Children's literature to present qualities of good character will be read to the children so questions and discussions of the meaning of values can be a part of every day. Having a challenging curriculum with children helping to make decisions on what they want to learn is a part of this transfer taking place. Character development also becomes a part of the present school curriculum. Teachers are sharing with teachers what is happening in the classrooms so character education can take place throughout the school. Parent involvement is also a part of the transfer of learning good character because the partnership between home and school will increase the chances for our young children to be prepared for life. The schools can be responsible for helping with values but the parents who follow through at home will see much more progress with their children.

Project Objectives and Processes

As a result of the use of the strategies involving children to experience the life skills of respect, responsibility and cooperation during the month of September, 1999 to January, 2000, the targeted kindergarten will improve their character development. This will be measured by, student checklists for school and at home, and anecdotal records.

In order to accomplish the objective, the following processes are necessary:

1. Incorporate character development into the curriculum.
2. Using cooperative learning activities.
3. Utilizing Multiple Intelligences to meet individual needs.
4. Provide a caring, democratic classroom community.
5. Involve parents in the process of learning and transfer of life skills.

Project Action Plan

I. Data collection for evidence of the problem

A. Student checklist of behavior

1. Given to the targeted kindergarten class in September and rechecked on a weekly basis
2. Used to document evidence of problem and progress

B. Parent checklist

1. Parents observing child 's character traits at home
2. Given in September and January

C. Anecdotal records

1. Use on the targeted kindergarten class as situations arise
2. Used to document evidence of problem and progress

II. Incorporate life skills into curriculum

A. Using parts of the program Character First which involves teaching traits of animals and comparing them to children, animals are a required science unit

B. Using some of the CDP program which involves all of the solutions above

C. Using literature from lists in the Giraffe Program and other lists collected to bring good

literature and character development together

1. Hear the story
2. Tell the story
3. Become the story

D. Creating songs and using music to incorporate character development

E. Using creative dramatics to act out important life skills

III Use cooperative learning activities

A. Use group roles such as encourager, reporter, checker, materials keeper

B. Use pairing and sharing

C. Involve children in sequencing, gathering information, comparing, brainstorming

D. Use Graphic organizers like KWL, T chart, the web, sequencing chart Venn diagram, agree and disagree chart in groups

E. Pay attention to social skills

F. Frequency at least 1-2 times a week

IV Multiple Intelligences

A. Begin using multiple intelligences in September

B. Make children aware of intelligences so they can decide how to use them

C. Use MI words they understand

1. Word Smart
2. Logic Smart
3. Picture Smart
4. Body Smart

5. Music Smart

6. People Smart

7. Self Smart

8. Nature Smart

V. Have a Democratic Classroom

A. Class meetings at least once a week

B. Children given more responsibility

C. Reflect on mistakes

VI. Have the classroom as a caring community

A. Children help each other instead of compete

B. Children make decisions and problem solve

1. How to decorate their classroom

2. What they want to learn

VII. The parents, teachers, and school as role models

A. The parents reminded to pay attention to what their child is reading, watching, and listening

B. Teachers brainstorm what makes a good role model and use the CDP as a mentor

C. Inform school of activities going on with character development and ask teachers if they are interested in doing a joint activity with their class and the researcher's

VIII. Transfer of life skills must take place to be of any value

A. Analyze beginning and ending parent checklist

B. Analyze behavior checklist given every month

C. Analyze anecdotal records taken as the need arises

Methods of Assessment

In order to assess the effect of the interventions, the teacher and parent check list and the anecdotal records will be used to determine the effects of the interventions and transfer.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to have a targeted kindergarten class experience the life skills of respect, responsibility, cooperation, and caring . The implementation took place by providing a democratic classroom, utilizing multiple intelligences, using cooperative learning activities, and reading good literature. Modeling good character and using parts of a program called Character First by the Character Training Institute of Oklahoma was also part of the intervention. Following Lickona's (1991) plan of how to teach moral values in his book Educating for Character was used as a guide. In order to work with the project objectives the children needed to feel the classroom was a place where children had a chance to express themselves and have freedom to make mistakes without consequences. In this class, the researcher tried to give them responsibility to be in charge when they were ready. They learned how to run calendar, jobs, and show and tell time with the teacher only observing. They decorated their own bulletin board. When problems couldn't be solved, class meetings were used by the children as well as the teacher. A sign up pad was available so a time could be designated to discuss problems but if necessary, the meeting could be run immediately.

The Character First Program was integrated into the unit on animals in the designated kindergarten starting in November and continuing through December. The Giraffe Program was

not used due to the fact that it is based on a curriculum that was not purchased by the district. The researcher received a videotape of what the program is about and may be a program to preview in the future for the district if they are interested. The concept is reading about heroes and then investigating your own heroes in your community.

Many of the books listed as good literature to help give examples of good character traits to emphasize respect and responsibility were used in the designated class from October to January and are continued to be used throughout the year.

Cooperative learning was used to show the children importance of teamwork and responsibility. Small groups or pairing were used when a new concept was being learned . The children were arranged heterogeneouly and the social skills were evaluated using a copy of How Did I do Today which is in th Appendix B. It was read to them as they rated themselves and they were asked to think about a certain incident before they responded. Sometimes the researcher would have them self evaluate without the paper.

When a unit was taught multiple intellignces was included by the researcher. A unit on the forest with the multiple intelligences is in Appendix C. At orientation in September, the parents were asked to rate their children on the multiple intelligences . KWL and Venn diagrams were used to help visual and word smart children. A venn diagram are included in Appendix D. The children learned how to decide what intelligences were used by them in a day by a wheel they marked that had pictures of the intelligences. Once or twice a week the chart was reviewed orally and in January, the children could evaluate their own chart. This is also included in Appendix E.

The parents were included in the process of character development at orientation in September to explain the focus on character development and the checklist was presented to them. They rated their children in September and in February. They were also given a list of

books they could read and some were listed by grade level for the children on values. A list of the books read is included in Appendix F. Information about the intervention was included in newsletters written to the parents every other week.

As a culminating activity, the children donated some money they had earned to pay for the food for one of the animals at the zoo after a field trip. It is called Caring and Sharing with an Animal at the zoo. It is part of an adoption process at Brookfield Zoo.

The researcher shared with the teachers act of kindness activities to do with children during the time the teachers were doing acts of kindness for a staff member that was secretively picked. The ideas were left for the teachers to copy and try in their rooms with children. A joint activity took place with a kindergarten teacher who shared a song using the multiple intelligences with the designated class since M.I.'s were used in her class too. It is included in Appendix G. The research on character development used on the designated class will be shared at a school meeting in the spring with all the teachers. The principal at the targeted school said a sharing of the research could also take place at a School Improvement Committee Meeting.

The behavior checklists on the four children that had many needs were evaluated from October to December weekly and then every other week. Annecdotal records were kept on their work and social behaviors. The focus on the four students was a change from the previous action plan. The parents assessing their children took place in February instead of January. Annecdotal records took place on the four children and PMI's were used to assess some of the other interventions. A survey was presented to the targeted kindergarten children on their likes and dislikes of some of the interventions and an assessment of some key character words used throughout the interventions were taken. These two assessments were new assessments not listed in the action plan. The survey and assessment are included in Appendix H. Results of some of these post assessments will be compared to the data presented before the intervention.

It will be presented in a narrative and tables. The checklist used throughout the interventions helped analyze results.

Presentation and Analysis of Results

The data collection took place with keeping track of those children that had negative character traits checked off in September but due to the limit of a half day kindergarten, it was decided to focus on the children with the most needs. A teacher and parent checklist and a student survey were used to assess the intervention.

Checklist

The checklist started with six children and as negative traits improved, the analysis went to 4 children. The two children only had a few problems to work out and did after a month. The four that were picked to observe had many traits to improve. Two out of the four showed a definite improvement by the end of December.

Child A showed problems with accepting responsibility, being respectful, respecting property, attention span, interrupting others, verbal control, classroom routines and caring for belongings. By the last checklist all traits had improved except the interrupting and verbal control.

Child B showed through the checklist he had problems with accepting responsibility, inapporpriate attention span, interrupting others, physical and verbal control, inappropriate response to disappointment, and being rsponsible for classroom routines. He had improvement in all areas but is still working on verbal control and response to disappointment.

Child C showed problems with accepting responsibility, respectful, attention span, physical control, cooperating, and being responsible for classroom routines and schoolwork. The only one he improved in was physical control. The rest remained the same.

Child D showed problems with responsibility, respect, playing fair, attention span,

interrupting other, physical and verbal control and cooperating. The last check showed all the problems still exist. The parent checklist was also completed again to assess the interventions.

Parent Checklist

The Checklist of Student's Character Traits that the parents filled out in September was filled out by parents in February to see if a combination of the strategies used were helpful to any of the targeted behaviors. The results are in Table 7.

Table 7.

Student's character traits Evaluated by the Parents in February

Not Responsible	Not Respectful	No Self-Control	Not Cooperative
6/16=37.5%	7/16=43.7%	16/16=100%	4/16=25% Pre-Intervention
4/16=25%	3/16=18.75%	15/16=93.7%	4/16=25% Post-Intervention

Compared to the one done in September not responsible went from 6/16 to 416 showing a slight decrease in negative trait. Not respectful went from 7/16 to 3/16 showing a big decrease in the negative trait. No self control went from 16/16 to 15/16 ahowing a slight decrease in the negative trait. Not cooperative stayed the same 4/16. The negative traits decreased in three out of the four traits. An assessment from the children was also needed on how the designated kindergarten felt about the interventions.

Student Survey

A survey was presented to the targeted kindergarten on their likes and dislikes of the interventions. It was presented in two parts. The first part had to do with likes and dislikes of the interventions. Fifteen children participated in the survey. The questions given to the class are included in Table 8.

Table 8

Kindergarten Survey of Interventions

	Questions	Yes	No
Question 1	Do you like working in teams?	15/15	0/15
Question 2	Do you prefer working by yourself?	1/15	14/15
Question 3	Do you like class meetings to solve problems?	15/15	0/15
Question 4	Did you learn more about being a caring, sharing person?	14/15	1/15
Question 5	Did you like checking yourself for MI's?	15/15	0/15

The survey showed the children were between 93.3% and 100% in favor of the interventions presented to them. The second part of the intervention was checking them on the meaning of some character definitions. The words attentive, truthful, grateful, generous, and orderly were presented in the Character First Program. Due to the difficulty of the words , it was decided to find out if they knew what an attentive, truthful, grateful, generous, and orderly person does. Simple words were used to describe the character and one on one they checked to see if they could respond verbally to a choice of descriptive words orally. This assessment was included with the Kindergarten Survey in the appendix H. They also made a picture of what a person with that trait would be doing. The results of the understanding of character words presented to 16 children are in Table 9.

Table 9

Assessment of Definiton of Character Words Answered Correctly

Attentive	Truthful	Grateful	Generous	Orderly
12/16=75%	11/16=69%	11/16=69%	11/16=69%	13/16=82%

The words orderly and attentive were easier to understand than truthful, grateful and generous. More than half of the children understood the definition of the word. Based on the

analysis of data, conclusions can be drawn.

Conclusions and Recommendations

Based on the presentation and analysis of the data on character development, the children have shown improvement in their social and work behaviors. Learning how to work in groups or pairs and having class meetings does help teach children respect and responsibility. Giving up a little control so children can experience how to handle conflict is important for both parent and teacher to do. Using multiple intelligences lets children know there are children that may learn better in one way than another. The children learn how to respect differences. By having a democratic classroom, the children learned to work together making decisions in class meetings. Students talk out differences, build consensus, and learn how to accept other opinions. The children responsed favorably on how they liked all these interventions in the survey I used with them.

The Checklist of Students' Character Traits I kept in school showed that 2 out of 4 children did improve in respect and responsibility. I feel these traits improved because respect and responsibility were modeled all the time with the interventions stated above. I cannot pick out which worked better than another because I found it very difficult to assess them after each intervention. I can only say it was a combination of all the strategies used to provide a caring and sharing classroom.

The parent checklist on the children used as an assessment showed an improvement in respect, responsibility and self-control. I feel the emphasis at school on these traits and the sharing of ideas helped to make parents realize the importance of including them at home. I would have liked to have sent home even more information on what can be done at home. I have already started gathering more ideas for parents on how to help their children with improving on character traits. The social worker at the designated site has been a good source.

After there was a discussion of what attentive, truthful, grateful, generous, and orderly people do, the words became easier to understand. The demonstration and making a picture of what these people do was a better assessment. A definition of a word does not really show an understanding of the concept.

A specific program added to the curriculum is not my recommendation. Some of the Character First program worked in the designated kindergarten classroom. There were many parts that were contrived. The animal character traits did not always compare to people. Helping children with character traits can happpen in a natural way in the classroom, school and at home. The children need to see these traits modeled by peers, teachers, and parents. Not a program but children seeing and then doing acts of kindness, respect, and responsibility is what I would like to see happen.

Speakers or videos on character development may help train parents and teachers which are available by the CEP, the Character Education Partnership, and the NPR, the National Professional Resourses INC. The teachers at this designated site do not want to add more curriculum. Character development needs to be made a part of everyday. However, parents need to know how it is being addressed in the classroom and shared with the parents so they know how to emphasize it at home too. The traits will not become intrinsic unless the children know they are valued at home too. Parents want schools to teach character development and schools want the home to do it too. A partnership needs to take place. I will suggest a focus on a character trait a month be part of the school at the next teacher meeting in April. I feel teachers need to come to a consensus of what traits they feel are most important. Ideas of what is working in the classroom that focuses on this trait needs to be shared. It will be presented at the School Improvement Committee to see if there is an interest and suggestions will be shared as to how to implement it with parents being involved too. Another school in this district has already

started a character of the month, so the importance has been established. This school includes children from grades 3-5. I will need to sell the idea that character development needs to start with the younger children. However, even though it is not the trait of the month, all the character traits of honesty, cooperation, responsibility, kindness, respect, perseverance, positive attitude, problem solving, and self-discipline need to be modeled every day so our children can live in peace and harmony in a safe world.

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APPENDIX A

CHECKLIST OF STUDENT'S CHARACTER TRAITS

USED BY TEACHER AND PARENTS

Appendix A

Checklist of Students' Character Traits

Student Name:	
Does not accept responsibility	
Is not courteous/ respectful	
Does not play fair	
Does not respect property	
Innappropriate attention span	
Interrupts others	
No physical self-control	
No verbal self-control	
Inappropriate response to disappointment	
Does not cooperate	
Is not responsible for classroom routines	
Is not responsible for school work	
Does not care for belonging	
Does not share	

APPENDIX B

HOW DID I DO TODAY?

How Did I Do Today?

Name _____

1. I took turns.
   Yes No

2. I followed directions.
   Yes No

3. I helped others and praised them.
   Yes No

4. I listened.
   Yes No

5. I shared.
   Yes No

6. I helped solve problems in a peaceful way.
   Yes No

7. I used kind words.
   Yes No

APPENDIX C

A UNIT ON FOREST USING MI`S

A Unit Plan for the Forest

Day 1 - Introduction to Ricky Raccoon on the computer (Parts A, B, C) a CD Rom
Print out predictions on what kind of trees they will see in the forest, what they will find, and what will they wear.

Day 2 - List a KW what they know and want to know about the forest.

Day 3 - Episodes 1 &2 introduced in the classroom or on projector in the library.

Day 4 - Music singing "The Trees are Growing High", "Trees of the Seasons", and "Who Lives in a Forest Tree", "Down on the Forest Floor"

Day 5 - Episode 3 and review predictions
Leaf song with identification and worksheet

Day 6 - Label parts of tree
Draw a tree on slates
Show how to draw a Y tree and let them practice
Act out trees of the seasons for movement
Read <u>A Tree is Nice</u> by Udry

Day 7 - Go outside and draw real trees

Day 8 - Review Leaf and Tree identification
Tree Puppets made out of bags
Homework - Collect leaves at home, wash and press for a project in a week

Day 9 - " Once There Was a Tree" video.

Day 10 - Field trip to the forest

Day 11 - Read The First Forest, an introduction to the Evergreen tree

- **Evergreen painting with branches from tree**
- **Collect cones from evergreens**
- **Deciduous and evergreen song**

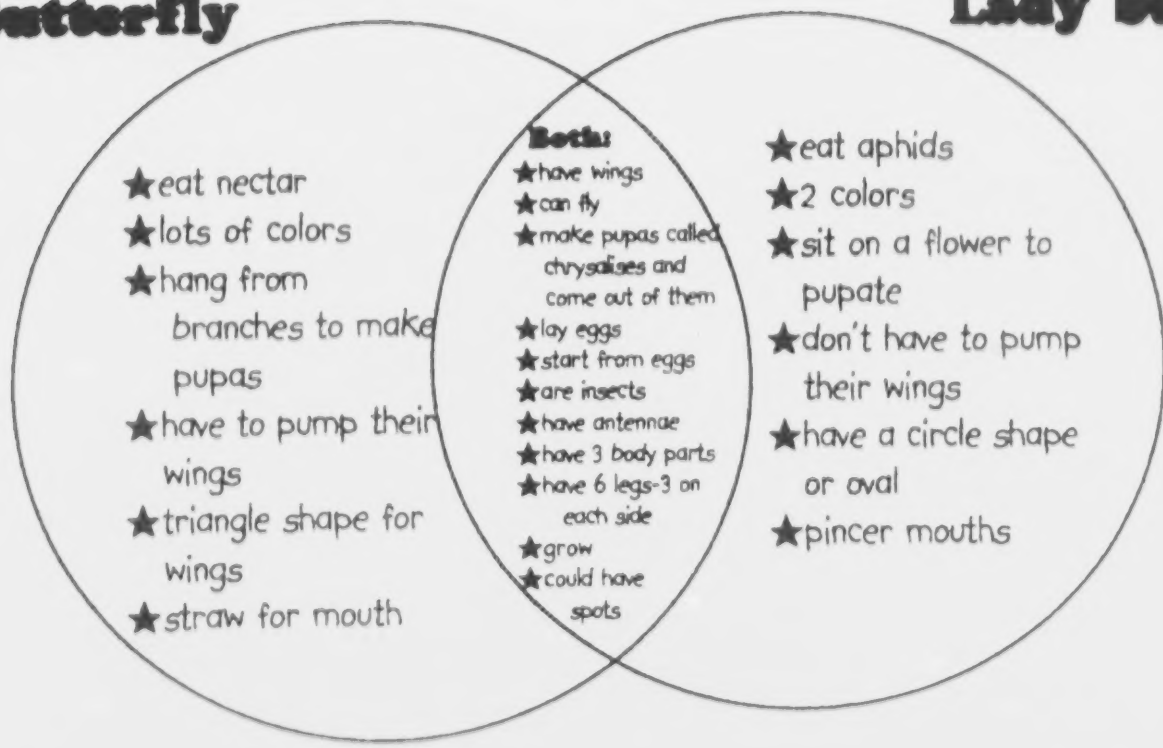
Day 12 - Do leaf project with second graders as partners. Kindergarten children start project with idea of what they want to make before they come in.

Day 13 - Begin forest animals with read aloud A Squirrel's Tale

- **Nut game**
- **Categorize plastic animals**
- **Sing and color Little Owl, Little Owl book**

APPENDIX D

VENN DIAGRAM



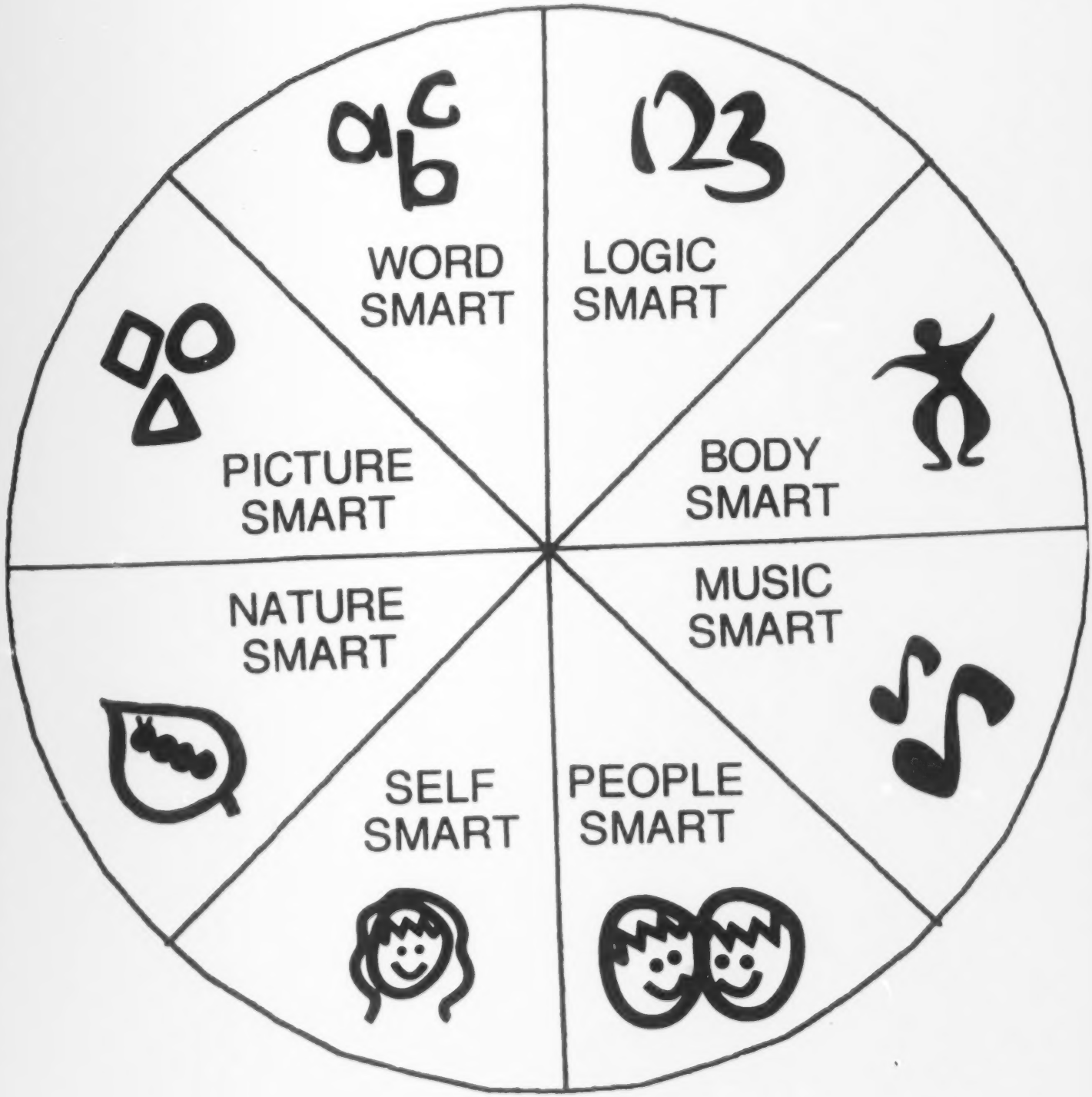
A.M. Venn Diagram

APPENDIX E

MUTIPLE INTELLIGENCE CHART

MULTIPLE INTELLIGENCES

51



APPENDIX F

LIST OF BOOKS USED WITH CHILDREN ON CHARACTER

LIST OF BOOKS USED WITH K. CHILDREN ON CHARACTER

RESPECT

Black Like Kyra/White LikeMe by Judith Vigna

Tacky the Penguinby Helen Lester

The Value of Respect/The Story of Abraham Lincoln

Tilo by Beatrix Scharen

Mother Earthby Nancy Luena

Oliver Button Is a Sissyby Tomie DePaola

The Quarreling Bookby Charlotte Zolotow

Stellaluna by Janell Cannon

Clifford's Manner's by Norman Bridell

Whoever You Are by Mem Fox

RESPONSIBILITY

Growing Up Is Hard Sometimes by Barbara Hazen

Arthur's Pet Business by Marc Brown

Arthur Babysits by Marc Brown

Another Mouse to Feedby Robert Kraus

Strega Nona by Tomie DePaola

The Berenstein Bears and the Messsy Room by Jan & Stan Berenstain

The Biggest Bearby Lynd Ward

Horton Hatches the Egg By Dr. Seuss

Little Red Hen by Byron Barton

Best Mom In the Worldby Judy Delton

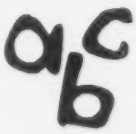
APPENDIX G

SONG BY KINDERGARTEN TEACHER SHARED

We've been working in our classroom
For 100 days!
We've been working in our classroom
Getting smarter in 8 ways:

Self smart

Body smart and



Word smart

And Logic smart

to name a few,

Music smart and

Picture smart

People and

Nature too!

100 Day is here! 100 Day is here!
100 Day is here! Hooray! Hooray!
100 Day is here! 100 Day is here!
100 Day is here! Hooray!

APPENDIX H

SURVEY AND ASSESSMENT FOR CHILDREN

Kindergarten Survey

1. Do you like working in teams?

2. Do you prefer working by yourself?

3. Do you like class meetings to solve problems?

4. Would you like them at least once a week?

5. Did you like using MI's (multiple intelligences)?

Kindergarten Assessment
Pick from these words:

content
look
put things back
share
not cheat or steal

1. Attentive -
2. Truthful -
3. Grateful -
4. Generous -
5. Orderly -

This was read orally to each child and the response was written by teacher.